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JOURNAL OF EDUCATION

APRIL 16, 1934

Dodging the Blame for Failures
WILLIAM C. McGINNIS

Mental Ills Need Diagnosis
J. TULL RICHARDSON

Metamorphosis, *Another Prize Story*
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What is Meant by *Reading?*
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Nature Study—Why and How?
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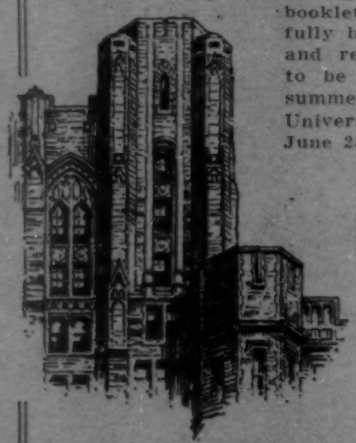

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

The Editors Say...

Our first two articles deal with the same subject from two different angles. That subject is—the prevention of pupil failures.

Frank facing of failure-facts is urged by Superintendent McGinnis, in his article, "Dodging the Blame for Failures." Detecting mental maladies before they undermine happiness and success, is recommended by Mr. J. Tull Richardson, writing under the caption, "Mental Ills Need Diagnosis."

At your next faculty meeting, why not discuss these articles?

•

How many metamorphoses do you discover in the prize story, "Metamorphosis"?

•

A knowledge of what other nations do in education helps us to shape our own procedures better. Holland and Czechoslovakia reveal something of their ideals and practices through the eves of Dr. Pitman — "Glimpses of European Schools."

•

'Member when the child who could sing-song through his reading lesson like a well-oiled parrot used to win a mark of a hundred? What a mockery that sort of reading was of the foremost "R"! There is a vastly different ideal in Miss Landrum's article. "What Is Meant by **Reading?**"

Many hints on the value and methods of Nature study will be found in "Nature Study—Why and How?" by Miss Daniels.

•

Queries and thank-yous continue to reach us on account of the answers given by Dr. Thomas in his "Problem Box." You, too, may have the benefit of his experience for the asking.

•

Opinions and experiences of our readers on everything concerned with the making of BETTER SCHOOLS are always welcome.

•

In our next issue, we shall feature a remarkable analysis of "The Twentieth Century Teacher," by President A. R. Brubacher of New York State Teachers' College, Albany.

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Volume CXVII | Boston, April 16, 1934 | Number 8

Dodging the Blame for Failures

By WILLIAM C. McGINNIS
Superintendent, Perth Amboy, New Jersey

"It's easy to charge pupil failures to willfulness, stupidity or home conditions—but these may not be the only causes."

NOBODY is in favor of pupil failures. The situation is akin to the matter of the weather. Every school teacher and official talks about pupil failure, but not much is done about it.

Failure in school sends a pupil out into the world burdened with a tendency to fail rather than equipped with a capacity to succeed. Educational psychology and educational philosophy can present to teachers no more important principle than that success is builded on success, and failure piles up on failure.

We are familiar with data on the financial cost of pupil failure to the school system in terms of dollars and cents. The cost is great, but by no means as great as investigation data have led many to believe. It is true that it costs just as much to teach a fifth grade repeater as it does to teach a regular fifth grade pupil, and it is true that if a fifth grade pupil repeats the grade the total fifth grade cost to the school system for his stay in the fifth grade is 100 per cent. greater than for a normal pupil. But the usual conclusion that the total cost of teaching repeaters equals the number of repeaters times the average per pupil cost is wrong. For instance, an investigator found that in City A for a certain year there were 605 pupils in the elementary schools who were repeaters. The average elementary per pupil cost in that school system was $128. He reported that the pupil failures in that city were costing the school system $77,440. As a matter of fact the cost was not more than $16,768. Four hundred seventy-four of the repeaters were below the compulsory attendance age and would have been in school anyway. The 131 over-age repeaters were the only ones who could rightly be counted in estimating the financial cost of failures for that year. Too many of our "scientific" investigations are conducted with little regard for the reliability of the obtained data. A few years ago the Commissioner of Education of a Western state reported that the cost of pupil failures in the elementary schools was 10 per cent. of the amount expended for elementary schools in that state. He multiplied the per pupil cost in the elementary schools by the number of repeaters. The product equaled 10 per cent. of the total cost of the elementary schools. His data were objective but they were not reliable, and so his conclusion was wrong.

We know that the financial cost of teaching repeaters is considerable. Because of the presence of several uncontrolled factors it cannot be measured accurately.

Pupil failures represent financial waste of school funds. For that reason they ought to be eliminated so far as possible. Some financial waste is unavoidable in public education just as it is in private business. A house, a road, or an automobile cannot be built without some waste. Business men attempt to eliminate financial waste. It is the job of school executives to attempt to eliminate financial waste in the school system. The general public and the press are critical of the schools on the subject of financial waste. Any teacher who helps to lessen financial waste is sure of popular approval, and rightly so.

But pupil failures constitute a greater waste than a financial waste. They represent an educational and social waste. It is the purpose of the school to make the pupil a useful member of society. Usefulness and failure don't go together. Let me repeat. Failure in school sends the pupil out into the world burdened with a tendency to fail rather than equipped with a capacity to succeed. This is educational waste. It is social waste, and it is character waste.

Responsibility for pupil failures is a divided responsibility. Parents are partly responsible. Inadequate financial support of the school system by the state

and the local community is partly responsible. In the cities neglect to provide facilities and opportunities for proper recreation is a factor. But the major responsibility for pupil failures rests with the school itself.

•

Superintendents, principals, and classroom teachers are too much inclined to dodge the responsibility within their own schools. There is too much tendency to place the responsibility elsewhere than in the school.

Many investigations of the causes of pupil failure based on the opinion of classroom teachers have been made. A composite of several such investigations (leaving out subject disabilities, such as reading disability, arithmetic disability, and others) will give the following causes:—

(1) Mental Retardation. (2) Poor Home Conditions. (3) Laziness or Indifference. (4) Poor Attendance. These causes are listed in practically all compilations of the opinion of classroom teachers, with mental retardation topping the list.

Follow-up investigations usually show that mental retardation is listed more often than is warranted. For a large number of pupils classroom teacher opinion on bright, normal and mentally retarded pupils will correlate fairly high with the mental ages of the pupils, but there are so many exceptions that no classroom teacher opinion investigation should ever be made unless it is to be followed up by mental ability testing of the pupils involved. Collected over a period of fifteen years I have scores of cases of children labeled "mentally retarded" by classroom teachers although subsequent mental testing showed that those same children had I. Q.'s ranging from 90 to 140.

When we consider subject matter disabilities, such as reading disability, listed by classroom teachers as causes of failure, we are faced with a peculiar situation. Even if "reading disability" does exist it is probably as much the result as the cause of failure. And both the cause and the result are more the responsibility of the school than of the pupil.

"One of the greatest obstacles to overcome in the reduction of failures is the tendency to place the blame for all pupil failures on causes beyond the control of the school. Mental retardation is, of course, a cause of failure in regular school work if the work is not adapted to the ability of the pupils. But slowness is frequently listed as lack of mental ability, when it is no such thing."

•

The great majority of the "poor home conditions" listed as causes are based on pure opinion rather than knowledge. In one investigation in which "poor home conditions" was listed 110 times as a cause of failure a check-up disclosed the fact that in only five of the 110 cases (4½ per cent.) had any of the classroom teachers or the school nurses made home visits, and in only ten cases (9 per cent.) had there been conferences with the parents.

Poor attendance can justly be listed as a cause of pupil failure, but in many cases that doesn't relieve the schools of the responsibility. Bad environment, bad companionship, the movies, and other out-of-school influences are causes of poor attendance. But poor school administration, inadequate supervision, and poor teaching are the greatest causes of poor attendance.

I've said considerable about the responsibility of pupil failure. Now let us consider the matter of the prevention of failures.

The most important and most potent preventative of pupil failure is a clear understanding of and frank admission of the fact that we, superintendents, principals, supervisors, and classroom teachers, are responsible for pupil failure.

Among the causes of pupil failure no classroom teacher has ever listed poor teaching, and yet we know that that is a big factor in pupil failure. Good teaching is the most potent preventative of pupil failure.

•

No principal has ever listed inefficiency of the principalship as a cause of pupil failure, but we have only to read the findings of Morrison[1] and Coxe[2] to find ample evidence that this is a principal cause of pupil failure. Good administration and supervision by the principal is a preventative of pupil failures.

•

No supervisor has ever listed poor supervision as a cause of pupil failures in his or her school system, but those of us who are familiar with the Will o' the Wisp, pseudo scientific supervision advocated in much of the literature dealing with supervision and with the failure of supervisors and principals to provide adequate programs of supervision that discover and remedy pupil disabilities and teacher disabilities, know that these two things are among the important causes of pupil failure.

•

No superintendent has ever listed long range, swivel chair administrative supervision as a cause of pupil failure, but we know that the "desk superintendent" cannot know the conditions and needs of his schools and that without such knowledge administrative supervision cannot be efficient and effective. Good administrative supervisory policies of the central office are a preventative of pupil failures.

Pupil failures can be reduced to a minimum if the teaching, supervisory, and administrative workers will honestly try to find the causes of failure and attempt to eliminate them. One of the

1. Morrison, I. Cayce, The Tenth Yearbook, Department Elementary Principals, pp. 159-160.

2. Coxe, W. W. Study of the Elementary Principal in New York State. University of the State of New York Bulletin, No. 26, June 15, 1929.

greatest obstacles to overcome in the reduction of failures is the tendency to place the blame for all pupil failures on causes beyond the control of the school. Mental retardation is, of course, a cause of failure in regular school work if the work is not adapted to the ability of the pupils. But slowness is frequently listed as lack of mental ability when it is no such thing. Laziness and indifference, especially in bright pupils, are usually the result of poor teaching that bores the pupils.

Technics for discovering pupil disabilities, and programs of remedial teaching and supervision to meet the needs of the pupils are necessary in the elimination or reduction of pupil failures. Ability to use such technics and programs should be part of the scientific professional equipment of every teacher. And equally, of course, if not more, important is an educational philosophy that most pupil failures can and should be eliminated.

Mental Ills Need Diagnosis

By J. TULL RICHARDSON
Principal, Bolton High School
Alexandria, Louisiana

The modern teacher skillfully seeks those hidden conditions which affect the attitude and success of the pupil.

PSYCHIATRY as an aid to teaching has received very little attention in the public school systems of this country. Some time is being devoted to the subject now, largely through courses in psychology and sociology in the larger universities, but the elementary and high schools still remain, to a great extent, on the outer fringe of the movement in so far as actual benefits are concerned.

Dr. Louis E. Bisch, who has written interestingly on this subject, said recently:—

"Specialists in mental diseases know full well that a certain percentage of the population is suffering from disorders of one type or another that affect the brain and nervous system and that tend to lead to acts of violence.

"Not all insanity shows criminal tendencies. Nor does all feeblemindedness nor every psychopathic state. Yet, on the other hand, mental states that are less pronounced than the above often reveal a potential anti-social make-up. Often only careful examinations will bring the facts to light. Painstaking study over a long period of time may be necessary. But it can be done and it should be done for the protection of society, not to mention the protection that society should furnish the irresponsible party for his own good."

"If an individual is hard to control, or does not care to apply himself we are too prone to dismiss the case by saying: 'He could learn if he cared to.' That is not always true."

"The brain of a genius is of small benefit if housed in the head of an anti-social individual."

The foregoing quotation constituted part of an article on crime, but the significance of it may be very easily transposed to the field of education—in spite of the disparity in themes.

In the near future it will not be unusual to see many of our problems, in connection with psychopathic cases, being worked out in chemical laboratories. It is well known today that the glandular system of the individual as made up of the thyroid, suprarenal, parathyroid and others, exerts a tremendous influence in shaping our respective behavior patterns.

It is not unreasonable to suppose that the failure of many individuals could be traced to some physiological disorder as related to their glandular system, and through the influence of this maladjustment on their mental processes many reactions take place that in the end prove detrimental to the individual.

Psychiatry as a science treats of the diseases of the mind, and since it is an integral part of medicine, the possibilities contained within its field have been largely overlooked or ignored. This fact may be attributed to the primary conception of the subject by both professional and lay groups. That is, in the early days of psychiatry most people thought that if an individual was suffering from some type of psychiatric trouble the only thing to do was to consign him to a hospital for the treatment of mental diseases. That, in a measure, was a correct interpretation, but in recent years psychiatry, like all other sciences, has made remarkable progress, and today the skillful teacher and social service worker have a rather elaborate classification of social mal-adjustments and various neuroses in which to place the unadjusted members of the groups with which they work.

Some of the more common mental diseases that teachers come in contact with are as follows: Dementia praecox, hysteria, neurasthenia, obsessions, doubts, fears, and impulses. These seem to be, in the words of another, "psychological manifestations of difficulties and defects of adjustment"—here, it is contended, lies one of the most promising of fields for future work and de-

velopment. One has a two-way approach to the student—it may be either endogenic or exogenic.

Psychopathic conditions are easily overlooked, and are sometimes difficult to recognize, for in many instances the student may be far above the average in mental qualities—thus if such an individual is hard to control or does not care to apply himself we are too prone to dismiss the case by saying: "He could learn if he cared to." That is not always true. Students represent a large cross-section of various heredities and environments. It is entirely possible for some of the sub-divisions of a student's heredity or environment as represented in his or her social, economic, and physical life to so influence them in a distinct pathological way as to practically nullify any special mental advantages that they might possess. Again the field of psychopathic possibilities is further enlarged by students who come from homes broken by divorce, separation, or death, by poverty and crime. To be sure the above causes are related to heredity and environment, but they within themselves are somewhat different from economic and physical handicaps.

Schools are supposed to teach the principles of social adaptation, but unless the disturbing causes of social mal-adjustment are removed through the ability of teaching staffs to recognize pronounced psychopathic cases, and then through sympathetic and intelligent co-operation between teacher and student, remove these causes, then a larger part of our educational endeavor will have been to no avail. The brain of a genius is of small benefit if housed in the head of an anti-social individual.

In the flotsam and jetsam of humanity as represented by those who are confined in penal and eleemosynary institutions, to say nothing of those who cut off their own lives, it would be both interesting and tragic to know just how many could have been saved if someone, during their formative years, had not mis-diagnosed a case of mental unrest for one of stubbornness or just pure devilment. It would be interesting, for it would enable us to atone for what seems to be inexcusable methods, and it would be tragic, for all of us must feel as if we have had some share in the careers that were ruined and in the lives that were crushed.

Another Prize Story

Metamorphosis

By ELEANOR NOYES JOHNSON

Newburyport, Massachusetts

Awarded Fourth Prize in the Journal of Education's Short Story Contest

"THE moth has already flown. *The* is an article, modifies moth. *Moth* is a noun, subject of the sentence. *Has* is a verb."

"Is that the whole verb, Tom?" The teacher's voice, thin and reedy as the teacher herself, recalled Joan's thoughts to the chilling reality of a grammar lesson in the eighth grade. With the moth her thoughts had already flown to a land of flowers and soft summer breezes, but now she was overwhelmed with an aching sympathy for Tom.

Her happy dreaming had been reflected in the hazy smile that made the dimples flicker in her cheeks. Now in her distress for Tom, her face looked peaked and white, too small for the wide grey eyes. In contrast to her pallor the gay colors of her Scotch plaid dress looked intensely bright. In her sympathy she seemed as pathetic as Tom who, forlornly aware of his own failure, stood on one foot, his shoulders hunched, his eyes and voice dumb with despair.

"Tom, stand up. You can think better if you stand up." There was in the command the grim determination of a general laying a siege, and a glint of battle in her steely blue eyes. With her hair pulled back into a tight knot, her steel-rimmed spectacles slipped down on her nose, and her colorless out-moded clothes, the teacher of the eighth grade was the caricature school-marm come to life. Although she would never have confessed it even to herself, she enjoyed these battles of will.

Sensing the coming struggle, each child in the eighth grade reacted according to his nature. Those who had been frantically studying a sentence ahead against the evil moment when they should be called on to recite, relaxed, knowing for that lesson, at least, they were safe. In the back of the room a couple of larger boys began surreptitiously to trade marbles. Directly in front of the teacher's desk a thin wiry little girl, with blonde curls, twitched with eagerness to show off her own glib knowledge of English grammar. Hot loyalty to Tom inspired others to flop their arms up and down in a simula-

tion of flying, and to form the words, *has flown,* with their lips. But Tom, the current of whose thoughts had been short circuited by the emotional electricity in the air, was beyond help. Joan, already tense, edged forward a little in her seat.

Tom, with painful effort, straightened his shoulders without lifting his head.

"All right, Tom, we'll go back to the beginning. What is a verb? Oh, good afternoon, Mr. Nelson." The teacher's voice shifted from deadly patience to saccharine cordiality, for into that scene of tragic drama the principal had walked, *deus ex machina.*

"Excuse me, Miss Stevens, but I want Tom Little and Joan Hubbard to come to my office. The Cecropia moth which they found is just emerging from its cocoon, and I want them to see it."

•

The principal brought with him into the tense atmosphere a refreshing breath of sanity. He was crisp of speech and short of gesture, and to grown people there was something disturbing in the searching sincerity of his deep set brown eyes, and the intensity of his manner, but among the children he was beloved. Shy-eyed little Italian girls, with gold rings in their ears, ran to him on the street to hold his hand, dull boys, in whom he had encouraged a craftsman's pride in their manual ability, called him father. To eager children capable of wider vision, he was a friendly oracle.

Now Joan with a relaxing sigh tucked her book into her desk. Tom dropped his in his clumsy eagerness. As she went out the door, Joan caught a glimpse of the teacher's frustrated face. Joan knew that the teacher thought the principal's idea of the importance of learning about such things as stars, and flowers, and butterflies was stuff and nonsense. But then Joan knew that, though the principal was always very polite to their teacher, he didn't agree with her about a great many things. The teacher thought Tom was dumb and stupid, and always talked to him as if he couldn't understand, but the principal seemed to think he was smarter than the others, because he often talked to him as if he were grown up. They were talking now as they walked into the office, of antennae, probosces, and such scientific words.

•

Joan scarcely listened to what they were saying, she was so filled with the thought of seeing, at last, their Cecropia moth. Theirs, because she and Tom had found the silvery case, fastened with silken threads to the leafless branch of a maple tree. It looked almost like a dead, curled-up leaf, but it had more of a silken sheen than a leaf, and when you held it in your hand you seemed to feel a tremor of life. They had brought it to school, and the principal had told them that some day a Cecropia moth would come out of it, and if it happened in school hours, he had promised that they might watch it. There had been weeks of anxious waiting, and Joan had gone every day into the office to see if there had been any change in the silvery grey case. Tom had read books Mr. Nelson had loaned him about moths and butterflies.

When she first saw it, Joan was overcome with disappointment. There was nothing of beauty in the moist grubby looking moth, thick of body and small of wing, that had just crawled out of the cocoon, and was clinging to a piece of wire netting. Then slowly it began to grow. The thick grub-like body became smaller and the soft colors of twilight shimmered in the expanding wings, luminous gray with touches of vivid rose. Minute by minute the three watched in silence, and then Joan, looking up to share the thrilling experience with the others, saw the principal was studying, not the changing moth, but the changing Tom. In his absorption Tom seemed to have emerged from the confining walls of his sense of inferiority. Dormant life within him seemed to have awakened, for his eyes shone blue, his cheeks flushed, and even his hair, helped by a wavering sunbeam, shone gold instead of colorless. His shoulders were hunched in concentration, not despair.

"Tom, you have the makings of a scientist." The principal spoke meditatively as if aloud to himself. "It's a hard, long hill to climb, science is, and you need all the other things you learn in school to reach the top, but you could do it, Tom, if you had the faith to try."

Into Tom's face came the look of one who has seen a vision, and the struggle of one who seeks words to express dreams. Understanding Tom's emotions and his boyish scorn of showing them, the principal quickened the tempo of his words, adding: "I have an appointment. You two may stay here."

•

For a long time Joan and Tom watched together in silence, until the velvet-winged moth was exquisitely finished, ready for flight. Tom rose to get the insect jar before the moth should brush the powdery scales from his wings in useless fluttering.

"Oh, please let it go. Please let it go! He's so lovely, please let it go! It's half mine anyway," pleaded Joan.

"O. K. Joan, only it's too bad to lose such a perfect one."

Tom, with masculine tolerance of feminine whimsies, opened the window, and the moth fluttered out into the deepening shadows of the spring afternoon.

"Joan, oh, Joan!" Tom groped for words to tell the thing which filled him with a yearning to express himself. "You know, Joan, if only the feeling I was a dumb-bell didn't make words stick coming out, I'd know lots of things the teacher thinks I don't. Like that verb this afternoon, if I hadn't got feeling kinda cold all over, I'd have known it was 'has flown.'"

Glimpses of European Schools

Holland and Czechoslovakia

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

C. L. VAN BALEN, "Directeur der Gemeentelijke Kweekschool voor Onderwijzers te Amsterdam," which is the City Training School, is entirely satisfied to have his institution under city instead of national control because of better salaries and more adequate support, generally, and because of a much greater degree of freedom in administration.

This school has a membership of 270 students, of whom somewhat more than half are women. They are admitted with ten years of education in the public schools and continue their work here for four years, the first two of which are devoted almost entirely to academic work. The last two years of the course are given over almost exclusively to educational theory and practice. Apparently there is little relation between the subject-matter and the professional courses.

The observation and practice are done in selected city schools, under the rather close supervision of the Director, who is very largely relieved from administrative duties by two competent assistants. He directs the observation of each student's practice teaching by his class- or section-mates, and this is made the subject of seminars.

Many of the graduates of this school, after they have passed their examinations for teaching and probably taught for two or three years, enter the "Nutsseminarium voor Paedagogiek aan de Universiteit van Amsterdam." This school of education of the University is under the direction of Dr. P. B. Kohnstamm, assisted by G. van Veen, adjunct-director, both of whom gave me much valuable information. Both are well informed concerning American education, but they have a fear that we are too much influenced by pragmatic philosophy and that we are yielding fundamental ideals in consequence of our mixed population—that we find a middle ground the easiest road, if not the only course that is possible.

They admit that our system of teacher-training is superior to that of any other country; they are enthusiastic about the Dalton Plan, which is in rather general use; they look with favor upon the Montessori Method, upon which they think they have improved by eliminating much of her material; and they are skeptical concerning Washburn and Winnetka, although they seemed to have the impression that Washburn's work is typical of America.

The Seminary has 130 students, eighty-two of whom are training for the elementary schools. There is no practice teaching, it being assumed that these students having passed their teachers' examinations and many of them having taught, have no need of further professional training beyond what is implied by advanced academic study. However, both the Director and his assistant are thorough students of the philosophy of education, and it must be that they give their students the benefit of their own professional training and educational experience. The same is probably true, to a greater or less extent, of their colleagues.

The Seminary is "in the University but not of it," in the sense that it has no power to grant degrees, although it was stated that many of the students have done enough work and of a suitable quality to have earned the degree of A. M. or Ph. D. Since they have not met the traditional requirements in Latin and Greek, they may not receive this recognition, regardless of the quantity or the quality of their other academic and professional work.

The maximum salary of elementary teachers here is about $1,250. Masters receive about $200 in addition to this. Teachers in the secondary schools receive $1,700 or $1,800; and the masters of the high schools receive between $2,000 and $2,500.

Largely in consequence of recent professional training of many of the teachers, there is a strong feeling of opposition against the masters, some of whom are, of course, incompetent. This feeling is also shared by many of the older teachers who have had little or no training and are equally sure that their professional ability is superior to that of younger people who have had real professional preparation.

In the Seminary there seems to be a somewhat inconsistent attitude. The men with whom I talked are enthusiastic advocates of the progressive school; they believe that education should be based upon fundamental principles rather than upon rules; but they also seem to believe in dogmatic instruction in large measure.

Both of the buildings visited are modern and superior to most of those which I have visited, except in Vienna.

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THE weakest point in the school system in Prague is the professional training of teachers, which is traditional, in the extreme. The old teachers, naturally, do not take readily to new ideas.

The Commission appointed by the government to reform the educational system of Czechoslovakia is under the able leader-

ship of Dr. Prihoda of the department of education in the University of Prague, who earned his doctor's degree at Columbia. His commission has already established a system of seventeen modern progressive schools in the heart of the old city of Prague.

The work of the Commission is also opposed by the Communists, Social Democrats, and some other minor groups. It is hoped that the normal schools may be reformed, but it is not expected that this will be accomplished for many years.

The salaries are on about the same level as in Austria, elementary teachers receiving a maximum of about $750 a year; but the retirement allowance is 90 per cent. of the last salary, and the rate of premium contributed is about 1½ per cent. of the salary.

The new progressive schools which I visited, under the personal direction of the chairman of the Commission, were as good as could be expected of rather old teachers whose modern ideas came long after traditional habits had been formed. However, the work was thoroughly good and altogether rational. The spirit of freedom among the children was delightful and in marked contrast to that of the little sufferers in corresponding grades taught, very often, by old and unsympathetic men.

With a guide and interpreter furnished by the Ministry of Education, I visited several typical schools of different kinds. Among them were a normal school of 160 students, all of whom were men, and the somewhat larger training school of boys in the elementary grades. The instructors in both schools were nearly all doctors of philosophy and many are authors of books. The work in progress was "reviews" for the approaching examinations. Therefore I did not see any practice teaching, but the methods employed by the "critic teachers" were as old as the walls of this old historic city.

The work in the School for Crippled Children was most remarkable. Two hundred "children" up to the ages of twenty-one or more were either under treatment in the hospital, mostly for operations, or in the school. The work, besides being generally educational, was of the "rehabilitation" type, its ultimate object being to make the child self-supporting. Children without hands were taught to write and paint either with their toes or by holding the pen or the brush in the mouth. Cripples were engaged in all sorts of manual arts. One of the most impressive pieces of work was the weaving, or tying, of a very large rug of Oriental design. This was being done by a row of six hunchbacked girls of eighteen or twenty years of age. A similar rug won the first prize at a Paris exposition.

The boys had practically made all all of the furniture for the building. They had also done the electric wiring, and they had made a stereopticon and other equipment for their stage.

Many of the pupils had shown unusual ability as artists and sculptors.

Nothing seemed to have been regarded as impossible, and there were abundant evidences of the joy that comes from complete mastery of difficult tasks. Certainly these children were not unhappy.

Nobody could have been treated with greater consideration, from the moment that I arrived in the great Wilson Memorial Station and proceeded through the great thoroughfare past the statue of President Hoover, until my work was completed. Czechoslovakia believes that she owes us for her independence; she is copying our institutions and business methods; and she seems to take pride in having her citizens called the "Yankees of Europe." She is making mistakes, but she tries to be prompt in correcting them.

What Is Meant by *Reading?*

By MIRIAM GORDON LANDRUM
Austin, Texas

Can your pupils read an arithmetic problem once and grasp the essential points? Do they really read?

A PERSON who can see everything that is on a page, read it, and then think it into his own understanding is very rare; so rare, in fact, that we are compelled to believe that something is wrong with an educational system that produces so few intelligent readers.

We have laughed at the old-time school with its stress on the "three R's," but after all fundamentals are fundamentals until the end of time and a foundation continues to be "the lowest and supporting layer of a structure." The strength of this structure depends on its foundation. The ability to read correctly is the supporting layer of education. The world's storehouse of knowledge is open to any intelligent man who has the ability to read correctly.

Pronouncing a series of words in a meaningless way is not reading correctly. "To go over *with*

understanding the words of a book or other like document" is reading, according to the dictionary. On the words "with understanding" hinges the test of correct reading. How few people can read directions, well written though they may be, and understand them! Professors spend nine-tenths of their teaching time explaining things that are already explained in the pupils' textbooks. If you wish to test the reading ability of a child let him read a simple arithmetic problem and then ask him to tell you what the problem demands.

It is this same inability to read that causes music students to be unable to give the title or composer of music which they have practiced for a year. There is little exaggeration in the statement that only one student out of two hundred will actually see all that is printed on a page of music that he reads. In fact, any piano teacher will say that practically the entire lesson time is spent in correcting mistakes caused by poor reading.

This habit of careless reading is formed in the first grade. No child should leave the first grade until he can "go over with understanding" the words in his books. This does not mean being able to read a primer that he has memorized, but being able to read, at sight, a new primer that he has not seen before; always keeping in mind the real definition of reading. If primers were composed of instructions to the child so that in addition to saying the words he also had to obey the instructions he might acquire the habit of "understanding" as well as the habit of "go over."

If we could eliminate the time spent on "exploratory courses," the endless string of "notebooks," "auditorium shows" and other time-devouring adjuncts to our public school system, and spend that effort on teaching the students to read we might have better educated, better prepared citizens. But with parents insisting on their children "making a grade a year" and placing all the stress on the "show-off" abilities of their offspring this emphasis on reading may have to be left to the teachers in orphan homes.

Nature Study—Why and How?

By SYBIL L. DANIELS
Paul Revere School
Revere, Massachusetts

The subject "has boundless possibilities in the effective control of youth by providing a worthwhile use of leisure time."

SHOULD nature study be given a place on the school program? Is it a vital, important subject which warrants the attention and careful consideration of those who are leading and guiding the youth of today? Some school executives are now seriously considering these questions while others have already added nature study to the curriculum and, in a few localities, the work has been deemed so important as to require the guidance of a supervisor. Let us make a brief, general survey of nature instruction in order to ascertain its values.

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Reasons for Teaching Nature Study.—Is there any subject which has such general appeal as Nature? Among its varied phases we may find something to attract practically everyone. Specimens and materials are ever and easily available. As soon as interest is aroused the nature student is allured to the woods and fields, where he benefits greatly from the healthful activity out of doors. The pursuit of any phase of natural science develops the student, mentally and spiritually, and results in keener observation, better judgment, and an increased appreciation of the universe and its Creator. Nature study also brings personal and social happiness. It will introduce some boys and girls to fields which will later become their life work, while a vastly greater number will seek to make it a leisure time activity. Nature study has boundless possibilities in the effective control of youth by providing a worthwhile use of leisure time. When a study of such general interest is accompanied by healthful exercise, mental and spiritual development, and a happiness which leads to better living it seems worthy of attention in our schools.

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Objectives of Nature Instruction.—A few general principles and aims must always be borne in mind by the teacher of nature:—

1. It is important to encourage desirable attitudes toward nature subjects. The natural curiosity of children should be developed into habits of observation, inquiry, recognition and discrimination.
2. It is desirable to gradually accumulate information. Facts of the greatest interest and need to the children should be selected and presented slowly. A little knowledge, well learned, is satisfying and lasting while too much information results in confusion.
3. The ability to use sources of information is important, especially in the upper grades. Students should learn to find various refer-

ences and select the pertinent facts in any case.

4. One of the major objectives is to inspire the pupils with appreciation of the beauties and wonders of the vast realm of nature. Realization of the joy of nature study is exceedingly important if this study is to carry over to the leisure time of later years.
5. Conservation, another objective, is closely linked with appreciation. The individuals who keenly appreciate animal and plant life realize the importance of protecting and conserving it.
6. Accuracy should be stressed. Guessing has no place in nature study. The natural scientists pursue their work with a high regard for truth. Accuracy in observation and identification, as well as truthfulness in recording, is of prime importance. The children should be encouraged and led to work as young naturalists.

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Methods.—The presentation of nature instruction involves experiences of various kinds which tend to link the school work with out-of-school problems, thereby adding interest to the classroom activities. Field trips are especially valuable, in this respect, when carefully planned and well executed. Best results are obtained if the children are conscious of a problem or objective and if the instruction includes fascinating details about a few well-chosen subjects. Pupil-teacher relationships are often improved and an attitude of comradeship developed. Field work may lead very naturally to the bringing in of specimens for identification, a method which stimulates enthusiasm among pupils as well as revealing to the teacher the individual interests and abilities. The more lasting of these specimens may become the nucleus of a class collection from which the pupils will derive both pleasure and valuable experience in identifying, organizing, arranging, and labeling their treasures. As a related outdoor problem the pupils often find much enjoyment in making a "Nature Trail," where, along some familiar pathway, they label the trees and other plants.

"It is the teacher's responsibility to help the children learn to enjoy the wonders of nature. It is her happy privilege to awaken them to a consciousness of the life in commonplace things, so interesting, yet often unheeded. This is not accomplished by uninteresting, uninspired lessons."

Making and maintaining a school terrarium or aquarium is an educational experience for the children concerned. This is an inexpensive proposition because the variety of specimens can be collected out of doors and the equipment needed may be constructed or purchased at a low cost.

There are many visual aids for both field and classroom instruction. When out of doors the teacher will find field glasses and a hand lens advisable, but the children need not be so equipped. In the schoolroom illustrations of various kinds are exceedingly helpful, and there are many excellent nature pictures easily available, such as those published monthly in the National Geographic Magazine. These may be mounted and exhibited in various ways or used with an opaque projector. Photographic slides and motion pictures of nature subjects may be borrowed or rented. Some public libraries have nature pictures, mounted and ready for use by teachers. Accurate pictures are second only to specimens when we consider the visual aids for the teaching of this subject.

Our museums are important in promoting the nature work of the public schools. When time and distance permit, the pupils may join the regular museum classes in which instruction is given by a naturalist, or a group may visit the museum for the purpose of studying exhibits. In this case it is well to give the children a few questions or a problem, to be solved by observation of some habitat group or special collection. This plan reduces disciplinary difficulties and increases beneficial results of the excursion. Schools at greater distances may avail themselves of the exhibits which museums are prepared to loan. The highly specialized libraries are an exceedingly valuable source of information to the teacher, who will also find many helpful suggestions in museum publications.

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Nature literature claims an important place among methods. Manuals, textbooks, botanies, biologies, and reference books give the teacher and older pupils a background, a basis by which they may judge other nature materials. True nature stories, vividly told or well read, are especially appealing and instructive to the children. Here, however, the teacher must judge carefully, for some material, now available, is of little value because it does not attain to the highest standards of morals, ethics, or scientific accuracy. The teacher should avoid insipid stories or those giving wrong impressions. An account of action and adventure with a truthful background is most interesting and appealing as well as most instructive. Excellent examples of this type may be found in "The Thousand Year Pine," a group of nature stories written by Enos A. Mills.

Experiments, problems, and projects worked out by groups or individuals will develop interest, judgment, and ability along various lines. For example, a special study of some familiar bird may produce an interest in all birds. Appreciation of their beauty and value will be followed by a desire to befriend and protect them.

The construction of pupil-made slides, drawings, or diagrams may help the pupils to notice details and realize the importance of accuracy in all work. Cultivation, care, and observation of plants or bulbs growing in the classroom may lead pupils to enjoy a similar experience in the home. Valuable character and citizenship training may be gained as a result of a nature club conducted by the children under the guidance of the teacher. Children learn to do by doing, and the study of nature offers many practical experiences in good citizenship.

In the higher grades the keeping of notebooks encourages accurate observation and increases the alertness to nature allusions of literature, magazines and the daily papers. The habits formed by making a neat, usable, interesting notebook will be of value when the student advances to high school science.

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Nature study is easily and effectively correlated with other lessons. As a part of the English work children may be encouraged to tell of nature observations made at home or when traveling. This not only requires clear thinking and simple, direct expression, but is conducive to an increased alertness to surroundings. Appreciation and understanding of some of our poems and finest bits of literature depends, to some extent, upon a knowledge of nature. Geography includes a study of the distribution of plant and animal life; drawing lessons may consist of conservation posters, flower studies, animal groups, or designs based on forms in nature; and, if time permitted, many more possible correlations might be indicated.

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Assembly programs may include nature work by the children, nature plays, the use of lantern slides, or a lecture by a nature specialist from the outside.

The observance of such occasions as Conservation Week and Arbor Day will improve citizenship. Conservation through appreciation is far more effective than conservation by law, and the former is what we aim to establish through the nature work in the schools. Utilizing the wide variety of methods the work can be so motivated that it results in arousing and establishing interest. Few of the pupils may become scientists, but we should strive to cultivate the habits of inquiry, keen observation, discrimination, and appreciation which are characteristic of the truly scientific mind.

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Time.—A short period of stimulating work is better than a longer period of unenthusiastic instruction. The minimum time per week might vary from thirty minutes in the first grade to ninety minutes in the sixth grade. This does not include all possible correlations.

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Subject Matter.—The subjects to be included in the work of the first six grades should be as varied as are the objects of the universe. With a desire to make the children alive and alert to the phenomena of nature we must help them gain information about these things. The work of the first grade would be mainly recognition and appreciation of a few specimens, aided by the most pertinent and interesting facts. Nature study should not be drilled upon but reviewed by means of games, contests, and projects involving drawing, collecting and construction. In the second grade additional species should be treated in much the same way. Through the grades the work should gradually increase in quantity and difficulty until, as sixth grade students, they not only recognize many species of plants and animals but know something about habitat, life history, economic value, and conservation or control. The following list is merely suggestive as it includes only the broader headings under which are classed the many studies to be treated in the grades: Wild and cultivated flowers, trees, shrubs, ferns, mosses, fungi, insects, animals, birds, fish, snakes, minerals, rocks, soil, pond and marine life, and weather. With the older pupils the consideration of topics such as poultry and gardening may also aid in developing the habit of worthy home membership. Things to be added to this list or especially stressed depend upon the locality and its available materials.

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The Nature Teacher.—It is the teacher's responsibility to help the children learn to enjoy the wonders of nature. It is her happy privilege to awaken them to a consciousness of the life in commonplace things, so interesting yet often unheeded. This is not accomplished by uninteresting, uninspired lessons. The teacher must have an intense interest in her work and a desire to develop the personality of the individual pupils. Presenting the subject in a pleasing and fascinating manner she should lure the children on with a spirit of adventure, so characteristic of life in the open. Sufficient knowledge is a necessity as a background for the teacher. At all times facts must be presented with scientific accuracy. Identifications must not be guessed at. Pupils will respect the teacher who occasionally learns with them, provided that, at other times, she can give them a wealth of interesting information. Any teacher who so desires may become a good nature teacher if she enriches her own background as well as plans and prepares lessons carefully. Comstock's "The Handbook of Nature Study" and "A Course of Study in Science for Elementary Schools," published by the

(Continued on Page 228)

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

School Support

QUESTION — We are having trouble to get the proper support for our schools under our old method of direct tax on real estate. The farms have not been paying, taxes are high and hard to collect. Can you suggest some means of financing schools which will give a reservoir of funds more uniform and satisfying?

Answer—Here comes the hardest of all questions and one which a great many states would like to have solved. It is the old problem of reducing taxes and getting more money at the same time. This question comes from a state which is usually thought of as having no trouble with school support. But things are changing rapidly now. We are making history. When this depression lets up we shall have learned lots of new things and ways of doing them. Now it must be conceded that the direct real estate tax for the support of schools is somewhat out of date and inadequate. We have not yet tapped the right resource, as Alexander Hamilton did when he "smote the rock of our national resources, and abundant streams of revenue burst forth." Well, some time, and perhaps before very long, we shall smite the "national resource" for schools, and get some aid. Then there is the income tax, which can be modified and amended with meshes in the net of the proper size to get the "big ones." Then there is the luxury tax on such articles as cigarettes, soft drinks, and theatre tickets; the sales tax, and a part of the gas tax. The good roads league will have jitters at that suggestion. The sales tax has been the salvation of many states. In my judgment it would not be a good substitute for the income tax, but the two taken together would give every one a chance to contribute to the support of schools. The Chicago teachers have been paid up to May, 1933, and the Chicago board is $30,000,000 in arrears. The great emergency must be met if we are to save our schools.

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Number Magic

QUESTION —In your "Problem Box" could you give some help as to mathematics from which to plan programs for clubs and assemblies in Junior High Schools? We already have Dr. Smith's "Number Stories of Long Ago," "Mathematical Wrinkles" by Jones, "Amusements in Arithmetic" by Dudeney, and "Boys Own Arithmetic." We would like some suggestions.

Answer—You have named a good list of references. I am not sure that I can offer any help. You might get "The Story of Numbers," "The Story of Weights and Measures," "The Story of the Calendar," "Telling Time Through the Centuries," all of which you can obtain through the American Council on Education, Washington, D. C. You will find also some interesting things under "Oddities in Numbers," Compton's Pictured Encyclopedia, Vol. A, page 287. I believe if you would form a committee of your students and give them the creative task of working out a program of the required number of minutes they could get up an exceedingly interesting exercise on the magic of numbers. The properties of numbers and especially of the number nine are exceedingly interesting to young people of junior high school age. For example, let a student take any number, reverse it and write under or over according to whether larger or smaller and let him subtract; then let him multiply by any number, and cross out some figure in the answer and add the remaining figures together. Let the student give you the sum of the remaining figures in the product and you can always tell him what figure was crossed out. This device is useful in checking the accuracy of students in quick computation.

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One Class, Three Texts

QUESTION—In the study of American history in the junior high school we use three texts. One third of the class has one kind, another third another, while the rest of the class uses still another. This arrangement does away with a basic text. Some of the texts are old, others new and of the unit type. I find this plan very discouraging to conscientious pupils, and very satisfactory to lazy students who use the alibi that the material can't be found in their text. Personally I prefer a basic text with plenty of supplementary materials in the room or library. I should like your opinion.

Answer—You are right. You should have a basic textbook for your class and especially you should not be required to use books which are out-of-date in materials and methods. There is much change in the material which finds a place in our modern textbooks and very great change in method. Teachers usually like to have definiteness in their work. You should have a basic text and then plenty of supplementary material for reference work. Every teacher should train her classes to do reference work and to compare authorities.

There is, of course, an advantage in having several texts since you will be able to compare statements and points of view on the part of authors on various topics. In my work I used to make it a policy to allow the teacher to use the method with which she could get the most satisfactory results.

EDITORIALS

Federal Aid Imperative

IF A MANUFACTURER, depending upon an intricate machine for his production, were to remove parts of that machine while continually making it go faster so as to turn out more goods, we all know what would happen. After the strain had continued for a little while, the machine would collapse.

The United States is dependent upon its machinery of public education for the production of enlightened, emotionally stabilized citizens. Public education in this country may still be far from perfect; but it has to its credit the prevention of a bloody revolution, and the popular determination to find an intelligent solution of existing social and economic ills. No American in his right mind would want the machinery of public education to be destroyed. Yet this could easily happen.

Even in a normal year the educational load increases by 200,000 pupils. The NRA, through its suspension of child labor, has thrown another 100,000 on the machinery of the schools. Capacity is still further strained to keep in secondary schools thousands of young people old enough to be employed but unable to find jobs.

Meanwhile the school machinery itself is weakened by the wholesale discharge of teachers; the lowering or non-payment of salaries; the failure to provide needful textbooks; the dropping of courses; the shortening of school terms; the constant neglect of replacing worn-out equipment; and the shutting of many schools. The vital parts of this vast school machine are human beings, willing to draw upon their reserves of strength and patience, but only human after all and unable to endure the strain indefinitely without breaking.

Evident injustice is being done to thousands of children and youths in parts of the country where the school machinery has already broken down, and this is not only injustice to the boys and girls but a source of danger to the nation; a threat against the civilization of tomorrow.

Busy as the federal government has been during the past year, setting the economic house in order, it has nevertheless extended some assistance to the schools—as in spending approximately $5,000,000 to reopen closed schools and put teachers at work in them.

Now, however—to prevent collapse of education in thousands of communities scattered among half the states—emergency aid on a larger scale must be granted to the schools. The educational situation throughout much of the nation will be more acute next year than it has been yet.

The crisis demands prompt action. Much permanent damage would result from waiting until Congress meets again in 1935.

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Our Surplus Crop

ABOUT a generation ago a movement arose which attracted to its support the best brains of the country. The idea sprang chiefly from the newly established agricultural colleges of the West.

Based upon the theory of efficiency in production, this movement had as its purpose to make "Two blades of grass grow where one grew before."

There was never a thought of where a market was to be found for that second blade of grass. Today we have become so efficient in production that we are plowing under millions of acres, because we have the paradox of starvation in the midst of plenty.

There is a strange parallel in the effort being made to bring into the school system, through child labor laws and compulsory education, millions of children. Literally two children are going to school where only one went before.

What are we to do with the youth we turn out of our schools? No one should find fault with the effort to get all the children of all the people into schools. It must be done. Every individual can be made to do something useful better through culture and training. But the query still remains: "What are we going to do with the twenty-six millions now passing through the schools? Where find a market for our product?"

It is time that resourceful men and women began to consider this serious situation. New things, useful things, must be found for these young people to do.

At this moment there are no less than three million young men and women out of school but not at work. Many of these are roaming aimlessly throughout the country, with no hope, fast losing their desire for trades or professions; some of them being well schooled in the art of crime.

This note of warning should be sounded across the land: *If the youth of today are not taken care of the country will run headlong into a catastrophe.*

A. O. T.

Eminent Educators

CANDIDATE SMITH

HENRY LESTER SMITH has had his home address at Bloomington, Indiana, for more years than most schoolmen are permitted to stay put. Born at Bloomington; graduated at Indiana University in the same city, he swung out around a wide circle before returning in 1909 to administer the public schools of Bloomington; and now, since 1916, he has been dean of the school of education, same town, with additional duties as head of the summer school since 1919.

His interval of wandering took him to Columbia for his Ph.D.; to high school principalships in Indiana; to the Panama Canal Zone as superintendent of government schools; to Minneapolis as assistant superintendent. His interests are many sided; all of them educational. He is a recognized leader in state, national, and international organizations of a professional sort. For the past eight years he has served as treasurer of the National Education Association, and has from time to time been active on various committees of that body. Several visits to Europe have contributed to his knowledge of comparative education—one of his specialties. Vocational education is another field in which he is particularly versed. He is ardent for world peace, and has been a factor in building the World Federation of Education Associations.

Dr. Smith has the hearty backing of his state and of many acquaintances around the country for the office of president of the National Education Association.

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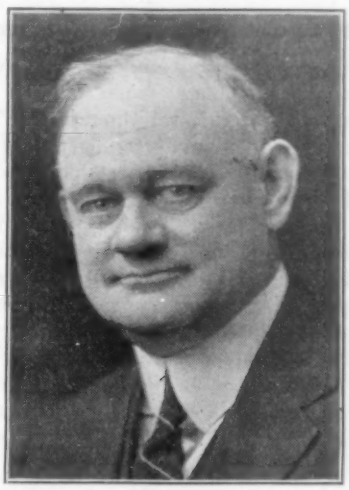
This is the fifth of a series of brief biographies of persons in the running for the important office of president of the National Education Association. Gosling, Holmes, Pratt, Saunders and Smith—a wealth of worthy candidates from whom the selection will be made at the July meeting of the National Education Association at Washington.



HENRY LESTER SMITH

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FRED W. BURRILL has presided over the schools of Augusta, Maine, for the past twelve years, and has built up a strong, loyal staff of teachers by careful selection of persons showing constructive abilities. He has surrounded his pupils with wise guidance in the choice of their studies. He is one of the substantial, level-headed men of the nation.

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J. ASBURY PITMAN has been a leader in Massachusetts education for more than a generation. As president of the State Teachers College at Salem since 1906, he has made that institution famous. He regards each of his students as a life member of the college. He never loses interest in his graduates, nor fails to judge the needs of the field his college serves. The confidence and co-operation he inspires have enabled him to build up one of the strongest teacher-training faculties in the East. His articles, "Glimpses of European Schools," appearing during the current year in this magazine, reveal his keenness as an observer of school systems and teacher preparation institutions of other countries.

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MISS KATE WOFFORD tops one brilliant performance with another. She first came to notice through her fine handling of rural schools in Laurens County, South Carolina, where she was county superintendent. She became president of the State Teachers Association. Next we find her at Cornell University, equipping herself more fully for her chosen work. She is now a member of the department of rural education in the State Teachers College at Buffalo, New York, where she renders distinguished service in a field for which she is abundantly prepared.

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A STOWAWAY named *Erratum* crept into this page a fortnight ago causing the types to say that Joseph Saunders is at Richmond, Virginia, when the editors knew he was at Newport News. He had been at Richmond formerly for eleven years. Another error: the National Education Association platform he developed was presented at Atlantic City, NOT Atlanta. We apologize to Candidate Saunders and our readers.

Winshipisms

"The sun never shines and never will shine for a pessimist, it is all through shining. It always shines or will shine for an optimist."

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"You can never learn to hit anything without trying to hit something."

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"The true pedagog cannot teach without developing character."

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"Ape no one. Accept their inspiration, take their information, but be yourself."

BOOK TABLE

The County Superintendent

ADMINISTERING THE COUNTY SCHOOL SYSTEM. By Richard E. Jaggers, Director of Teachers Training, State Department of Education, Frankfort, Kentucky. New York, Boston, Cincinnati, Atlanta, Chicago: American Book Company.

How to provide good schools at minimum cost is the timely and practical problem treated in this book. An unusual amount of valuable suggestion is contained in its 232 pages.

The volume treats of three major concerns of the county school administrator: organization, budgeting, and administering the program.

School management is a business as well as a profession; and it is the business side which is stressed by Dr. Jaggers in this volume. Yet it is always business for a purely professional purpose: that of supplying the best possible facilities for the development of children and young people into worthy citizenship.

The attitude throughout is one of reasonable understanding of the everyday questions facing the county superintendent.

The book is a guide to straight thinking upon the schools and their relations to the community. Superintendents who read or study this manual should find their thinking clarified and their courage strengthened. Some of the most helpful paragraphs deal with methods of protecting the schools from the inroads of political and selfish interests. The salary schedule is one of these safeguards. And safeguards are surely needed today, for job-seekers are extraordinarily active in the use of "pull."

Personality Glimpses

MODERN BIOGRAPHY. Edited by Mariettta A. Hyde, formerly Head of Department of English, East Technical High School, Cleveland. New York, Chicago: Harcourt, Brace & Company.

Few signs of the times have been more encouraging than the increased reading of biography. The public is rapidly learning to enjoy reading about real men and women as well as imaginary ones; so that biography has begun to crowd hard upon fiction as a best seller.

Miss Hyde's "Modern Biography" serves as an excellent entry into this interesting and worthwhile field—a field which holds infinite possibilities of entertaining and inspiring both young people and adults.

The book is a collection of well chosen samplings from modern or current biographical literature. The reader will be going to his library or bookstore for further facts about some of his discovered heroes.

From Mark Twain's Autobiography to the story of "Flush" (Elizabeth Barrett's dog), and from Strachey's Queen Victoria to Sandburg's Lincoln, there is a variety of portrayal which grips and thrills.

The editor has supplied a brief "Background for Reading Biography" and a valuable "Supplementary Reading List of Interesting Biographies."

This volume should aid greatly in cultivating a taste for the best in current biographical writing.

Debit and Credit

BOOKKEEPING FOR IMMEDIATE USE, by John G. Kirk, Director of Commercial Education, Philadelphia; James L. Street, Head, Department of Commerce, Overbrook High School, Philadelphia; William R. Odell, Associate in Commercial Education, Teachers College, Columbia University. Chicago, Philadelphia, Atlanta, San Francisco, Dallas, Toronto: The John C. Winston Company.

Has the study of bookkeeping been too long confined to those who intended to become bookkeepers? The authors think so. And they have undertaken, intelligently and purposefully, to set forth in this new text the principles and practices which should enable any person to keep accounts of those daily transactions which nearly every one experiences.

The personal cash account and budget; the family income and spending; the business of one's club or society—these not only form natural transits into bookkeeping but are exceedingly well worth knowing in themselves.

The procedure of this text is described as "spiral." As accounting is applied successively to fresh tasks, additional phases of bookkeeping lore are brought into use.

If every young person were exposed to such a text as this, the result might be a nation of individuals and families better versed in the handling of financial problems, both personal and public.

Study of Children's Literature

LITERATURE OLD AND NEW FOR CHILDREN, Materials for a College Course, by Annie E. Moore, formerly Associate Professor of Education, Teachers College, Columbia University. Cloth, 446 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Countless children have suffered much and have been driven to dislike literature when they grew up, merely because their tastes were not known or consulted by their teachers of English. Or because those teachers were too closely concerned with the mechanics of reading, too little mindful of the alluring qualities of literature itself and how either to find the right sort of reading or to create enthusiastic appreciation in their pupils.

The present volume is intended to assist those who teach, or are about to teach, to children, the love of good reading.

The book is broad in scope, embracing ancient as well as modern writings; literature for young children and for children older grown.

One shivers to think what misery could have been prevented by the earlier spreading of this book's message to the English teachers of American childhood.

To take up the serious study of children's literature before trying to plunge them into books, seems but reasonable and fair. And Miss Moore's text, having this as its aim, is delightfully written and essentially helpful.

Facts About Colleges

The 1933 COLLEGE BLUE BOOK, Scientific, "Non-Advertising," Book of Reference of the Colleges and Universities of the United States, by Huber William Hurt and Harriett-Jeanne Hurt. Third edition, 588 pages, giving Colleges of Liberal Arts and Sciences, Technical and Professional Schools. Published by The College Blue Book, Hollywood-by-the-Sea, Florida.

The Third Edition of the College Blue Book comes to hand with its freshly gathered information about colleges, universities, and technical and professional schools. It is an attractively printed, substantially bound volume, adapted to quick reference on thousands of facts not always easy to find elsewhere. Here in convenient tables are told the facts most often wanted about each institution of higher learning in the United States, including entrance requirements, tuition and other costs, and a great deal more. There is a section on Junior Colleges, and another on Colleges for Negroes. A series of colored maps of the forty-eight states gives the locations of educational institutions listed in the book. Advertisements of many selected firms have been admitted and should prove helpful to many who consult the Blue Book. It is hard to imagine a college office or library trying to do without this volume. Even the up-to-date and well-equipped secondary school may wish to have it within reach.

....*News* OF THE SCHOOL WORLD

American Secondary School Approaches 300th Birthday

THREE centuries of progress in secondary school education will be celebrated by high schools throughout the United States during 1935, in commemoration of the founding in 1635 of the first school of secondary grade in this country, for it was in that year that the Boston Latin School was established, one year before the founding of Harvard.

For the past four years a committee appointed by the Department of Secondary School Principals of the National Education Association has been planning a celebration of this event, and all high schools will be urged to participate by presenting to local communities through various devices of pageants, plays, exhibits, and public assemblies a graphic portrayal of the contribution of the high schools to American life. At a meeting of the planning committee for the celebration and of the various sub-committees held in Cleveland in February, C. O. Davis, professor of Secondary Education at the University of Michigan and general chairman of the Tercentenary Celebration Committee, heard reports of the plans of his committeemen and expressed the belief that the event would be celebrated in almost every high school in the country.

Something may be judged regarding the probable scope of the celebration by observing the number and variety of other committees which have been selected. These are: Publicity, M. R. Robinson, editor of Scholastics, and W. D. Boutwell, editor of School Life; Historical Studies, E. D. Grizzell, University of Pennsylvania, chairman; National Education Association Pageant, P. J. Campbell, superintendent of schools, Boston; Radio, T. F. Tyler, chairman; Parent-Teacher Associations, Merle Prunty, superintendent of schools, Tulsa, chairman; State Educational Associations, E. T. Cameron, chairman; Service Clubs, L. L. Forsythe, Ann Arbor, chairman; High School Pageants and Plays, H. C. Lyseth, Augusta, Maine, chairman; Newspapers, Walter Downey, English High School, Boston, chairman; Commencement Programs, W. W. Haggard, Joliet, Illinois, chairman; Essay Contests and School Assemblies, L. W. Brooks, Wichita, Kansas, chairman.

The publicity committee, with the co-operation of the various other committees, will issue for free distribution to high schools in the fall a booklet of suggestions on methods and devices for celebrating this three-hundredth anniversary of the founding of the American high school.

Teachers More Important Than Brick and Marble

"ECONOMIZE—but not on teachers' salaries nor on books or equipment," counseled Mrs. Anna Eleanor Roosevelt of Washington, D.C., in an address before the Citizens' Conference on the Crisis in Education, held at Columbus, Ohio, early this month. More than 4,000 laymen and teachers crowded the auditorium to attend the meeting of Friday evening, April 6, and to hear Mrs. Roosevelt.

While expressing sympathy for taxpayers, the First Lady declared: "There has been no waste in salaries to teachers, nor in equipment, but we have thought that brick and mortar and marble made a good school. They don't."

"We should build what is needed with respect to light and air and health," she said. "It is just as easy to give pupils what they need without spending so much money."

Referring to equal rights for men and women, she asserted that teachers should be judged on their merits as teachers, and paid accordingly.

A written message from Alfred E. Smith was read to the conference by Chairman Frank Pierrepont Graves, New York State Commissioner of Education.

Former Governor Smith wrote in part:—

"Whoever pays the fiddler calls the tune. There is today an urgent demand for federal support of education. I am not opposed to a fair and efficiently administered program of federal support for public schools. But it behooves all friends of public education to give careful thought to the question of long-term federal support. . . . In Russia, in Italy, in Germany, we have within our own day seen the school system of a great people diverted to the purposes of a single political party. . . . The state itself must guarantee a reasonable educational opportunity to every child within its borders."

INSANITY CHARGE CHANGED BY DOCTOR

New York's 1,500 Dwindle To No Known Cases

NEW YORK.—The startling allegation that more than 1,500 of New York's 36,000 school teachers are mentally unbalanced and many hopelessly insane, was made recently by Dr. Emil Altman, chief medical examiner of the New York city public school system.

Maintaining that mentally unfit teachers should be removed from the public schools, he minimized the next day the seriousness with which his estimate of the number of such teachers in the city had been reached.

Dr. Altman said he had the names of only 700 teachers who had been referred to him as mental cases.

He again explained himself further a day or so later to the effect that when he said teachers were mentally or emotionally unstable, he did not mean that they were insane in the popular conception of the term.

"I had no intention," he declared, "of creating the impression that these people are 'insane' in the sense that the layman understands this word, but rather that they are emotionally unbalanced and in my opinion ought not to be teaching children.

"As far as I know, there are no teachers in the system who are 'insane' in the sense in which the layman understands this word. If there were any such they would have been discovered and removed immediately."

Teachers attacked very vigorously Dr. Altman's early figures and many demanded among other things that he be made to resign.

University Lectures Serve 131,600 Persons

ANN ARBOR, Mich.—Ninety-three members of the University of Michigan faculty visited 195 communities in the state, giving 442 lectures, which were attended by a total of 131,600 persons during 1932-33, according to the report of Dr. W. D. Henderson, director of the University extension division. Parent-education courses organized in Grand Rapids, Saginaw, Wyandotte, and St. John's attracted an attendance of 5,000 more.

Edison Scholarship Winner Now Inventor

WEST ORANGE, N. J.—Hoping to follow in the footsteps of his benefactor, the late Thomas Alva Edison, Wilbur B. Huston, winner of the 1929 Edison Scholarship, awarded in a nation-wide contest, is endeavoring here to perfect a device that will change materially advertising methods in retail stores, it was learned recently. Mr. Huston is working under the direction of Theodore Edison, the late scientist's son. The young inventor, who is twenty-one years old, was retained by Mr. Edison as a member of his laboratory staff, soon after Mr. Huston was graduated last June from the Massachusetts Institute of Technology. Arthur Williams, winner of the 1930 Edison contest, will be graduated this year from the Massachusetts Institute of Technology.

Irish Students Strike, Protesting Blue Shirts

THURLES, County Tipperary, Ireland.—Student strikes in two schools were called recently in protest against wearing by classmates of blue shirts, the emblem of the semi-Fascist organization in the Irish Free State headed by General Eoin O'Duffy. At one school in Thurles 300 boys walked out when twenty students appeared in the O'Duffy costume. The strikers paraded in the square, waved flags and sang the national anthem of the Free State. A similar strike was called at Clonakilty, in County Cork.

Prussian City Children Will Be Sent to Farms

BERLIN.—All city children throughout Prussia, when they finish school, will have to spend a year on farms learning to do chores, it was decreed recently by Bernhard Rust, Nazi Minister of Education for Prussia. The order takes effect immediately after the spring holidays when the school year begins in Germany, and will result in the sending of 25,000 boys and girls from city streets to the country. This new "law concerning the country year" affects pupils graduating from grammar and high schools as well as from elementary schools. Its purpose is solemnly affirmed to be "to remove racially suitable (meaning 'Aryan') and biologically sound young people from the dangerous environment of the cities." The law applies to children in municipalities with as little as 25,000 population.

Pennsylvania Makes Gain in Men Teachers

HARRISBURG, Pa. — The depression has reduced the number of women teachers and increased the number of men teachers in Pennsylvania, the State Department of Public Instruction announces. Women teachers decreased 1,200 in 1933 as compared with 1932, while the number of men teachers employed increased 400 during that period.

NEW ACHIEVEMENT IN MASSACHUSETTS

Towns and Cities Teaching 593 Physically Handicapped Children at Home

BOSTON. — Massachusetts, one of the foremost States in educational matters, has a new achievement to its credit as shown by the report of Dr. Payson Smith, State Commissioner of Education, on the teaching of physically handicapped children in their homes.

Dr. Smith calls the system, "One of the very progressive steps in the field of education which has been taken by Massachusetts during the past few years."

A law was passed in 1930 requiring that in every city or town where there are five children who are so physically handicapped that they are unable to attend a public school these children shall have instruction in their homes. From the beginning the plan received enthusiastic support and now there are, according to the latest available figures, thirty-nine cities and towns giving this instruction to 593 children.

Many interesting facts have been disclosed by the recent survey—among them the possession by physically handicapped children of, to quote Dr. Smith, "even better than average minds." The Commissioner points out cases where a child with a half-hour visit from the teacher twice a week has been able to accomplish not only the entire work of a given grade but part of the following grade.

Average cost for educating a handicapped child during the past school year was $101.74, compared with the average cost for the normal child of $90.40.

Summer Schools Planned in Europe

GENEVA.—More than 150 universities in sixteen European countries offer exceptional Summer school facilities to foreign students, according to the seventh annual guide, "Holiday Courses in Europe," issued by the League's Institute of Intellectual Co-operation. The facilities include lectures by professors among the most highly qualified in the country.

Hacienda Schools Ordered in Mexico

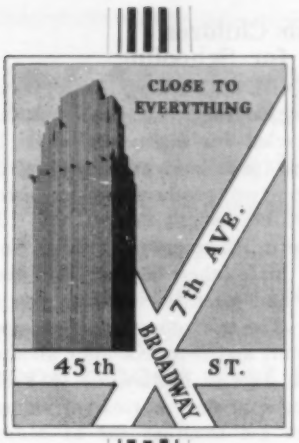
MEXICO CITY.—To speed the government's school program the Department of Education has ordered all rural employers of more than 300 persons to establish schools on their properties. The estate owners also must pay for the technical education of one person of every 300 working for them.

Young Roosevelt Wins Class Honor

CAMBRIDGE, Mass. — Franklin D. Roosevelt, Jr., son of the President, has been elected vice-president of the freshman class at Harvard College, his father's alma mater. He received 227 votes out of a total of 669 cast. Thomas H. Bilodeau, Jr., of Dorchester, was elected president, with 218 votes. Anthony S. J. Tomasello, of Jamaica Plain, was chosen secretary-treasurer, with 112 votes.

Newark Principals' Handbook Available

NEWARK, N. J.—A handbook which gathers into readily accessible form the rules and practices applying directly to the principal's administration of his school has been prepared by the Public School Principals' Association of Newark. Under the title, "Newark Principals' Handbook," it attempts to gather board of education rules, administrative regulations, and brief statements of special services offered by various departments to Newark schools, with emphasis upon the accepted procedures for obtaining those services. The book represents nearly two years' work on the part of a committee of twelve principals, who were given every assistance by the Superintendent of Schools and his staff.



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Schools Unreal, Says Psychologist

MONTCLAIR, N. J.—Neither the progressive schools nor the old-type formal schools are keeping close enough to realities adequately to prepare their pupils for the conditions that confront them, according to Dr. Caroline B. Zachry, director of the Mental Hygiene Institute of the New Jersey State Teachers College, here. The progressive schools give their children a "cotton wool wrapping" and "the formal schools aren't doing any better because in them the child learns to take life sitting down, and with his hands folded," she declared. Teachers must not only use their influence to help schools adjust themselves to meet these changing needs, but, if need be, chart their own course in training their children, Dr. Zachry thinks.

No Diplomas for Those Who Can't Pay

INDIANAPOLIS, Ind. — A plan whereby seniors must pay all personal class and fraternal organization fees before receiving graduation diplomas is being considered at Butler University here. Fraternities and sororities have voted unanimously in favor of the rule, which is being considered by the student council. Heretofore it has been a practice at the school to withhold diplomas until class dues are paid.

SCHOOL FOR STATESMEN PROPOSED BY ROPER

ST. LOUIS, Mo.—A National Institute of Public Affairs in which men may be trained for statesmanship was urged here recently by Daniel C. Roper, secretary of commerce, in an address before the St. Louis Chamber of Commerce. The institute would be to the government what West Point and Annapolis are to the Army and Navy, he said.

"We are attempting to create such an institution through co-operation of the Civil Service Department and the Office of Education of the Interior Department," he said.

"Courses in citizenship and political science would be made a part of the curriculum in our colleges and the names of those who excel in these classes would provide an unassembled civil service university.

"Outstanding students would receive scholarships at the National Institute of Public Affairs which would offer specialized courses to qualify its graduates for statesmanship just as West Point and Annapolis provide us with leaders for national defence.

"The internal defence from a recurrence of an economic depression is quite as important as defence against an invader. A reserve force of capable and competent men thus would be available to government and to industry."

Former Yale Coach Ends School Strike

LEROY, N. Y. — A strike of five hundred Leroy High students ended quickly, thanks to the good advice of Reginald D. ("Reggie") Root, former Yale head football coach. The students who walked out recently, saying they would not return until Cecil R. Crews, history teacher, was given a new contract by the board of education, decided to arbitrate their problem after Root had talked to them at a mass meeting. After his talk the students voted to appoint a committee of five to present their demands to the school board and to return to their desks pending further action.

Engineer Graduates To Find Jobs Waiting

ITHACA, N. Y.—The rising tide of recovery is lifting hopes of seniors at Sibley College of Mechanical Engineering, at Cornell. For the first time in three years the college bulletin board bears notices from several engineering and industrial concerns indicating they are in the market for college-trained men. "Many concerns which have been working with greatly curtailed forces are now in the market to fill the gaps in their organizations," said Professor John R. Bangs, director of personnel. But, he said, the firms want men with personality plus.

CONVICTS LEADING LIFE OF STUDENTS

SALT LAKE CITY, Utah.—Daily routine of the Utah State penitentiary prisoner resembles that of a student attending boarding school.

A page from the personal diary of one of the inmates follows:—

7.00 a. m.: Jailer unlocks.

8.15 a. m.: First class period. Arithmetic. First time I've ever tried to work decimals. I'll be ready to work in a bank when I get out of here. Our teacher knows his stuff. He taught high school ten years.

9.00 a. m.: English class. They've got us fellows writing stories now.

9.50 a. m.: Typewriting. We're just learning the "tiger" reach.

10.45 a. m.: Study time. Went over to library for couple of books. Studied for a while. Then dinner bell rang.

1 p. m.: School again, this time orchestra. I play the ukulele.

2.00 p. m.: Gym period. Started to teach us basketball. It's a funny game, but a fellow can learn to play it, maybe.

3.00 p. m.: Education's over. Rest period.

Found! School District With Surplus Funds

BELMONT, N. Y.—School District 5, in the town of Bolivar, is the envy of its neighbors. It levied no school tax this year. This budget is $1,100, but the district had a good balance from the previous year and the State aid which it will receive will carry it through. Last year the rate was only 2.5 mills.

Harvard Asked To Pay Taxes

CAMBRIDGE, Mass. — Harvard, Technology, and Radcliffe have been asked by the Cambridge city council to pay a year's taxes on $43,000,000 worth of tax exempt property which they own in Cambridge. They were asked to do this in order that Cambridge's financial condition "might be strengthened." If the three agree, they would pay Cambridge approximately $1,440,500. Councilman John W. Lyons, who introduced the resolution, said they should come to the assistance of the city when it was in financial need. Harvard owns $30,000,000 worth of tax exempt property in Cambridge, Technology $11,000,000, and Radcliffe $2,000,000.

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Turkish Children Eager for Schooling

ISTANBUL, Turkey—Three young Turks are so eager for education that they traveled for eighty-six days by horseback, boat and train to get it. They are two brothers and a sister, aged 18, 14 and 10 respectively. In far Eastern Turkestan their father sold most of his clothes, bought them each a horse, and set them on their way to Ankara. The trio rode from Turkestan to Kashmir, and from Kashmir another forty-five days to Peshawar. In Peshawar they sold their horses for enough money to get them as far as Mosul, where they arrived penniless. Charitable travelers aided them on their way to Ankara, the Turkish capital, where Mustapha Kemal personally interested himself in their case, and had them placed in the Ghazi Institute for their education.

Appeals for Fund To Save Scholars

BALTIMORE, Md. — Allotment of large sums of money to universities to provide occupation for young scholars and prevent what he described as the threatened disappearance of intellectual leadership was proposed by Dr. Joseph S. Ames, president of Johns Hopkins University. Dr. Ames spoke at the university's fifty-eighth Commemoration Day exercises. Financial aid was necessary, he said, to prevent "a break in civilization" by the submergence of intellectual development under economic pressure. Johns Hopkins could provide fields of activity for at least fifty trained young men and women who would otherwise be forced to abandon their studies.

Harvard Bids for Midwest Youths

CAMBRIDGE, Mass.—Students in six Middle Western States will be the first to benefit from the new "prize fellowships" which are to be established at Harvard University in an effort to attract to that institution the outstanding students of every section of the United States. The first six fellowships will be awarded in July to students who will become freshmen in September. They will be given to high school seniors in Ohio, Illinois, Indiana, Michigan, Wisconsin and Minnesota. If this experiment proves practical, scholarships for other sections in the country will be established.

Chile Is Planning School Exhibition

SANTIAGO. — An international school children's exhibition is being organized here by the Bando de Piedad (Band of Piety). School children from all Latin-American countries will be invited to attend.

HIGH SCHOOL GIRLS GOING TO BELGIUM

BOSTON. — The happy voices of twenty-five American girls, selected from several exclusive schools in this country, will be heard in Belgian homes this summer as families of that little nation play host to friends to spread international good-will across the sea.

For two weeks the girls will live in the Belgian homes, fostering by their presence the movement to build better understanding among the youth of all nations. Many of them will meet Belgian friends with whom they long have corresponded.

Under the guidance of Miss Edna MacDonough, executive secretary of the International Friendship League, the girls will sail for Europe July 6. Before going to Belgium they will visit England. From Belgium they will travel through Holland and France to the passion play at Oberammergau, Bavaria. A group of boys will make a similar tour later.

From a simple idea of exchanging letters with European children, the International Goodwill Movement progressed since the World War to the point where annnual visitations of selected American children were made. The children range in age from twelve to twenty years.

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GIVES SEVEN "DON'TS" TO HELP TEACHERS

Connecticut Official Delivers Some Specific Advice

BOSTON. — Speaking at Boston University's School of Education, Dr. Ernest W. Butterfield, commissioner of education for Connecticut, issued some specific advice to the teacher who would be successful and to the young graduate of a college of education who aims for success in the teaching field.

His "don'ts" for teachers are seven:

"Don't set a penalty for misbehavior.

"Don't threaten your pupils except when necessary.

"Don't raise your voice when you do threaten.

"Don't be unduly severe.

"Don't try to be the Lord God's first assistant.

"Don't appeal continually to the children for sympathy.

"Don't set traps to catch the children."

Citing a group of accomplishments in which he would like to have all teachers proficient as well as in high scholarship, Dr. Butterfield included the following: "The ability to play well at least one musical instrument, to drive a car safely, to play tennis or golf, to understand and speak fairly fluently at least one foreign language, to take charge of a social affair, tea, luncheon, etc., to make the most of her face and figure, and to have poise and self-assurance under normal conditions."

South Carolina Library Association

SUMMERVILLE, S. C. — The executive committee of the South Carolina Library Association has accepted an invitation to hold the 1934 meeting April 20-21 in Summerville. Special invitations will be extended to trustees of all libraries, and school librarians, as well as public and college librarians. Mrs. Marion A. Wright, of Conway, has consented to make the leading address of the occasion. Plans for a library institute are under way, and a survey of salary statistics of South Carolina librarians is being made, and will be presented at the meeting. Special exhibits of books will be viewed by those attending the meetings.

Montreal Professors Face Payless 6 Months

MONTREAL. — Professors at the University of Montreal wondered recently who was going to pay their salaries until September. Several months ago a strike in the university appeared imminent when professors demanded their back salaries. The walkout was averted at the last minute by a grant from the Quebec provincial government, and salaries were paid to March 1. There seems little likelihood, in the opinion of the professors, that further grants will be forthcoming, either from the Quebec or the dominion government, for their salaries. Teachers are continuing their duties, however.

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Nature Study — Why and How?

(Continued from Page 218)

Commonwealth of Massachusetts, Department of Education, will be very helpful. They give such suggestions as: Subjects, objectives, problems, information for the teacher, materials, procedure, and references to books, songs, poems, pictures, slides, motion pictures, bulletins, and magazines. Inspiring courses in the "Teaching of Nature Study" are being offered to part-time students by the University Extension Service, some of our colleges, museums and summer camps. With a genuine love of nature and a desire to enrich the lives of the pupils a teacher may easily become successful in this fascinating field.

•

Conclusion.—A seventh grade boy once made the remark that after taking up nature study, he liked his paper route better because he could then think about the flowers and birds which he saw along the way, instead of the long walk and heavy load. This lad is only one of many who, through a similar study, have been awakened to an appreciation of their interesting surroundings or have been started on youthful adventures in the field of natural science. If we can lead the girls and boys to find more joy in living and working we are helping them to be peaceful, contented, industrious citizens. Surely such results make the work worthwhile. When more people realize its values it seems certain that nature study will be included in school programs where it will prove an important factor in the life and development of fine citizens.

This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it. —Franklin D. Roosevelt.

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